

# Transport: problems, consequences and solutions

A literacy activity addressing key elements of the National Literacy Strategy (NLS) while encouraging children to reflect on current problems and envision a more sustainable future

## Relevant elements of the Year 5 NLS Teaching Programme

**NLS reference: Term 3: Non-Fiction**

### Reading comprehension:

16 Notemaking: to fillet passages for relevant information and present ideas which are effectively grouped and linked

### Writing comprehension:

19 To construct an argument in note form or full text to persuade others of a point of view and:

- present the case to the class or a group
- evaluate its effectiveness

## Suggested lesson structure

This activity has strong links with the QCA scheme of work for Geography (see box below) and provides an opportunity to apply or extend skills learnt in the Literacy Hour. The writing activity can therefore be completed within or outside the Literacy Hour framework. In either case previous work on persuasive writing will be necessary for this activity.

### Whole class reading comprehension

The text reveals some of the changes that have occurred in Cairo and the consequences for people and the city environment. It particularly reveals the impact of changes in transport. Children should consider what ideas and issues are presented in the passage and how one factor impacts on another and the consequences of particular changes.

Use the whole class discussion time for children to consider the changes and consequences mentioned by Rabbab's grandmother. Discuss which information from the passage is most significant and how the information could be grouped. An example might be to note/list the changes in four columns or boxes: changes she regrets, changes she welcomes, changes which she suggests have had both good and bad effects and things that have not changed – for example the markets still being full of life and people being willing to help each other out.

### Group or independent writing task

Pupils should move on to consider the implications and consequences of an acknowledged transport problem in their own community. They should use a form of note taking to develop arguments effectively and present a case. This task could be completed in the Literacy Hour using a note taking process or grid such as those contained in the *National Literacy Reading and Writing Information*, Oxford University Press 1998. Alternatively, the process known as 'mind mapping' could be used. This form of note taking helps children to develop critical thinking skills and may be used in a number of situations outside the Literacy Hour. The process, involving first, second and even third order consequences of a problem (see example below), should be carried out as a whole class exercise before groups tackle it themselves. Groups could also consider the implications of a solution to a transport problem. The process could also be used in conjunction with the QCA Year 5 Geography scheme of work when considering the implications of closing the High Street traffic. The process encourages children to think critically, enabling them to make links between different issues and consider the wider implications of particular issues and decisions.

### Further follow-up work

The notes made in the form of mind maps could be used as a basis for writing a well thought through feature article on a local transport issue. It could also be used for helping connect points together to form an effective argument for a debate or presentation to the class or a group.

## Global citizenship aims of the advertisement evaluation activity

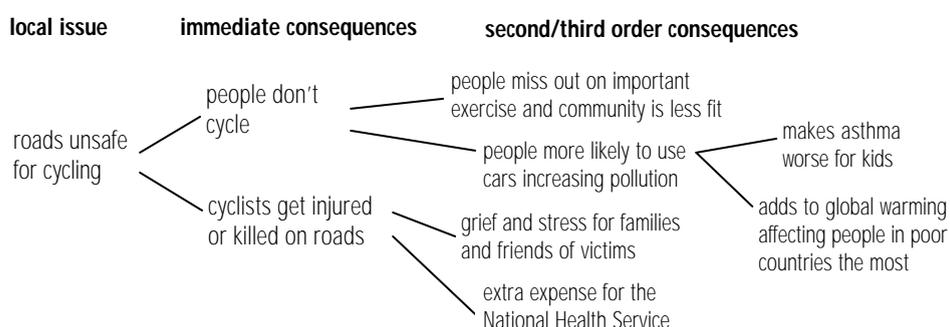
- ✓ To encourage children to think critically and use available evidence to present a reasoned case
- ✓ To help children detect bias, opinion and stereotyping
- ✓ To help children understand the relationship between people and the environment
- ✓ To promote a sense of responsibility for the environment and the use of resources
- ✓ To begin to recognise the consequences on others of choices made
- ✓ To equip children with the knowledge and understanding to empower them to take positive actions which ensure greater social justice and protect the environment

*Many of the aims above are based on the Oxfam Curriculum for Global Citizenship, available from Oxfam Education, 274 Banbury Road, Oxford, OX2 7DZ*

## QCA Scheme of Work for Geography

There are clear links between the aims of the main activity in this leaflet and the activities identified in the QCA Geography scheme of work for Key Stages 1 and 2. In particular Year 5 Unit 12: *Should the High Street be closed to traffic* and Unit 20: *Local Traffic – an environmental issue*. These global citizenship leaflets provide an opportunity to add a global perspective to the problems of traffic and transport.

## Example of mind mapping to consider a local transport problem



## Rationale for mind mapping activity

This form of note taking is based on ideas from Mathew Boyle's *The Learning File* (University of Strathclyde 1997) which provides ideas for teaching young people to think about how they learn most effectively. Mathew Boyle describes mind mapping as "a powerful technique... of enormous value in schools as a note taking method." It can "aid creativity, understanding, retention and give new insights to problems."

# The Changing City

The following passage is based on an interview with Rabbab's grandmother who is thinking back over some of the changes she has seen in Cairo, Egypt, where she has lived for many years

"Of course it's all cars, buses, and lorries now. But when I was younger, things were quite different.

If you look out of my window at the building opposite, the one next to the mosque, you can see carvings of horses' heads on the wall. It's a museum now. But, before 1952, when there was a King of Egypt, that building was a royal stable. There were some cars, but most people used to walk, or cycle, or they travelled on donkeys or donkey-pulled carts - you can still see them sometimes in the markets and the old city. Some even had carriages pulled by horses. It all depended on how rich you were. I mean, they weren't for working families like us.

There were trams too, as there were in London. They were handy, and cheap. But of course the traffic grew, till five years ago things had to make way for a new bridge and flyover. They say it's progress - so long as you don't have to live with the noise and the fumes, that is.

But we're lucky in many ways, Allah be praised.

As Rabbab will tell you, the markets are full of life, and the Bulaq people are always keen to help each other out. You can see some beautiful city centre buildings from here - like the TV Centre and the Foreign Office. Mind you, with 26<sup>th</sup> July Street in the way, they could be in another world sometimes.

One thing I must mention, looking back. Before they built the new bridge, people used an old low one. You can still see it if you look. Abu Al'Elar, it's called. It was supposed to open in the same way as Tower Bridge in London. But unfortunately, it was too heavy to open! The bigger cargo boats could not get under the bridge. That meant more trade for Bulaq, as they had no choice but to unload here. It wasn't a very clever design, especially when you consider who built it. Heard of the Eiffel Tower in Paris? It was the same man, Gustav Eiffel. Well, anyone can make a mistake, I suppose!"

From **Cairo: Four Children and their City - Oxfam 1994**

## Further resources

The following is a list of titles which will offer information and opportunities for further activities on issues of Transport for KS2. Most should be available through your local Development Education Centre (DEC).

**Green Transport Pack** (WWF/Environmental Transport Association 1993) A pack full of information on current attitudes to travel, changing travel patterns and ideas for action both within and outside the classroom on how to reduce car dependency

**Global Express** Edition 23 on Climate Change, produced by Development Education Project, Manchester, Tel: 0161 445 2495 email: depman@gn.apc.org www.dep.org.uk/globalexpress

**Primary topic posters: Transport** (Oxfam) contains a set of posters and teachers notes with activities aimed at KS1 but some activities and information relevant to KS2

**A Safer Journey to School: A guide to school travel plans for parents, teachers and governors** available free from DfEE Publications, PO Box 5050, Annesley, Nottingham NG15 0DJ Tel: 0845 602 2260 Fax: 0845 603 3360

**On the Road** - one of *The Green Detective* series, John Barnes (Wayland 1992). Examines how different forms of transport affect the environment and poses a series of problems and issues for children to investigate

**Transport** by Polly Goodman, part of the *Earth in Danger!* series (Hodder Wayland 2001). Examines a range of problems caused by transport from the local to the global as well as case studies from around the world and activity

*Feedback on these activity ideas would be much appreciated. Comments can be sent to HEC or your local DEC. or made via the Global Footprints website.*

# Further ideas, contacts and information

## The What a Lot Of Hot Air Quiz!

A quiz to help you learn more about global warming. Decide which of the following statements are TRUE and which are FALSE.

1. Oil was formed millions of years ago from tiny sea creatures buried under sand and then rocks.
2. Eventually all the world's oil will be used up.
3. We will always need oil to provide our energy.
4. Petrol, some plastics, make up and paint are made from oil.
5. A litre of petrol is more expensive than a litre of beer.
6. Global warming means our weather will get better.
7. We need to get rid of all carbon dioxide from the air.
8. Burning oil, coal, gas and petrol produces carbon dioxide gas.
9. The earth is getting hotter because carbon dioxide gas in the air is trapping the heat of the sun.
10. Cars only run on petrol.
11. Governments are not interested in stopping global warming.
12. There is nothing I can do about global warming.

Supplied by Leeds DEC and based on a quiz in *Global Express* produced by Manchester DEP

### The *What a Lot Of Hot Air Quiz* Teachers notes

The above quiz can be tackled individually, in pairs or in small groups. The Quiz may provide the starting point for questions or discussion and prompt students to undertake further research. The correct answers are:

1. TRUE
2. TRUE, though new reserves are constantly being found and exploited. The drilling for oil often takes place in environmentally sensitive areas and can cause massive disruption to local communities.
3. FALSE. There are a wide range of alternative fuel sources, from solar, wind and wave power to fuel cell technology for cars. Solar energy has enormous potential - the sun can produce about 1000 times more energy than the earth currently uses.
4. TRUE
5. FALSE. Pupils could compare the costs of a litre of petrol with other liquids, e.g. lemonade, orange juice, milk etc.
6. FALSE. The fact that the UK is likely to get warmer as a result of global warming is not necessarily a good thing - it may lead to more floods and/or droughts; other countries, particularly those of the South, may be particularly adversely affected by climate change.
7. FALSE. We need a certain amount of CO<sub>2</sub> in the air to 'regulate' the climate: without the 'Greenhouse Effect' the earth would be too cold for life.
8. TRUE
9. TRUE. Otherwise known as the 'Greenhouse Effect'.
10. FALSE. Various alternative fuels can be used - ethanol based on sugar cane juice, vegetable oil derivatives and hydrogen.
11. FALSE. All nations, with the exception of the USA, signed up to the Kyoto Protocol in Bonn, Germany in July 2001. This sets legally binding targets for the reduction of CO<sub>2</sub> emissions.
12. FALSE. There are many ways in which we individually can take action to reduce CO<sub>2</sub> emissions from walking or cycling rather than going by car to turning off lights

## Further information about transport

The following organisations will be able to provide details of their campaigning work on transport or climate change

**Oxfam** 274 Banbury Road, Oxford OX2 7DZ Tel:01865 313600  
Produce a range of global citizenship education packs. Education catalogue contains extensive range of resources across the curriculum. To order phone 01202 712933. Also have a website dedicated to teachers and children which contains information and activities: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

**Friends of the Earth** 26-28 Underwood Street, London N1 7JQ

Tel: 020 7490 1555 [www.foe.co.uk](http://www.foe.co.uk) Produce information sheets and other resources suitable for young people on all environmental issues including transport

**Transport 2000** The Impact Centre, 12-18 Hoxton Street, London N1 6NG Tel: 020 7613 0743 email: [steve@transport2000.demon.co.uk](mailto:steve@transport2000.demon.co.uk)

The national environmental transport campaign working for sustainable transport policies that reduce traffic, promote walking and cycling and improve bus and rail services.

**Sustrans** 35 King Street, Bristol BS14DZ Tel: 0117 929 0888 email: [info@nationalcyclenetwork.org.uk](mailto:info@nationalcyclenetwork.org.uk) website:

[www.sustrans.org.uk](http://www.sustrans.org.uk) For information on Safe Routes To School Tel: 0117 915 0100 Sustrans works on practical projects to encourage people to cycle and walk and is behind two flagship projects: the National Cycle Network - 5000 miles of on-road and traffic-free cycle routes - and Safe Routes To School, encouraging schools, parents and local Councils to support the implementation of safe walking and cycling routes to and from school.

### Development Education Centres (DECs)

This resource has been produced by the Humanities Education Centre, a DEC in Tower Hamlets, with contributions from other DECs. Your local DEC will be able to provide a range of exciting resource ideas for the teaching of Global Citizenship. To find your nearest DEC contact:

Development Education Association,  
29-31 Cowper Street, London, EC2A 4AP  
☎ 020 7490 8108 e-mail [devedeassoc@gn.apc.org](mailto:devedeassoc@gn.apc.org)

Your local DEC :